



KINDERGARTEN READINESS

Quality early childhood experiences, whether provided by family or a formal program, increase a child's ability to succeed in kindergarten. School readiness efforts support the development of skills, knowledge, and wellbeing. The Indiana Department of Education (IDOE) supports the goal of every child developing a lifelong love of learning.



Does your child hold these skills from the Student Wellbeing Domain?

- Respects self, others, and property
- Expresses feelings and emotions with words
- Understands and demonstrates taking turns
- Attends to a task for short periods of time
- Accepts and follows guidance
- Manages transitions and adapts to change
- Shows confidence/independence in choices
- Engages in play experiences with peers



Does your child hold these self-help skills from the Physical Health and Growth Domain?

- Takes care of personal restroom needs, hand washing, and blowing nose, as able
- Feeds self independently using utensils, as able
- Fastens clothes and shoes independently, as able
- Displays basic safety knowledge
- Moves with respect for self and peers' personal space



Does your child hold these fine/gross motor skills from the Physical Health and Growth Domain?

- Holds and uses writing tools correctly
- Creates some letters, shapes, symbols and possibly words with support
- Opens packages and containers (i.e., in lunchbox)
- Runs, stops, hops, gallops, skips, and changes direction, as able
- Coordinates movements to perform activities



How can you help your child at home?

- Read to your child to support early literacy
- Encourage conversations with adults and peers
- Demonstrate an understanding of nutritious foods
- Practice healthy sleep and hygiene routines
- Create experiences and engagement (e.g., parks, events, car games, play)
- Praise your child for effort and curiosity in learning and trying new things



KINDERGARTEN READINESS: EARLY LITERACY

Early literacy is defined as everything a child knows about reading and writing before they can perform either action. Literacy development begins at birth and is closely linked to a child's early experiences with books and stories.

Print Awareness

Early Learning Standards: Early Reading, Demonstrate Awareness and Understanding of Concepts of Print

Print awareness is the understanding that print carries meaning and that books contain letters and words, which serves as the foundation for all other literacy practices. Kindergarten readiness expectations for print awareness include:

- Tracks words in books from left to right and top to bottom with adult support
- Responds to and labels pictures and symbols (e.g., stop signs, store names, food labels)
- Distinguishes print from pictures

Letter Knowledge

Early Learning Standards: Early Reading, Demonstrate Awareness of the Alphabet

Letter knowledge is the ability to recognize and name letters in the alphabet. Kindergarten readiness expectations for this skill include:

- Uses a variety of activities to recognize both uppercase and lowercase letters
- Recognizes that letters have sounds and that letter sounds can be combined to make words
- Recognize their own name in print

Phonemic Awareness

Early Learning Standards: Early Reading, Demonstrate Awareness of Phonological Awareness

Phonemic awareness is the ability to hear and manipulate sounds, recognize that speech is composed of sounds, and that some words rhyme. Examples of phonemic awareness include:

- Responds to and produces a variety of sounds
- Produces and blends sounds into recognizable words
- Compares and distinguishes sounds within words and different words
- Attempts or is able to imitate rhyming
- Demonstrate basic knowledge of letter-sound correspondence

Writing

Early Learning Standards: Early Writing, Demonstrate Mechanics of Writing and Ability to Communicate a Story

Writing and reading are closely related, and all attempts at writing (e.g., scribbles, pictures, symbols, letters) are part of the literacy development process to communicate ideas. Kindergarten readiness expectations for this skill include:

- Uses a variety of writing tools
- Forms some letters, shapes, and symbols with adult support
- Writes their name
- Expresses ideas and stories through symbols, letters, and/or pictures



KINDERGARTEN READINESS: EARLY LITERACY CONTINUED

Communication

Early Learning Standards: Communication Process, Demonstrate Receptive and Expressive Communication and Ability to Engage in Conversations

Communication is the ability to understand and express thoughts, ideas, feelings, and information, both verbally and nonverbally. Understanding and expression progress throughout development with appropriate stimulation. Kindergarten readiness expectations for this skill include:

- Retell familiar stories, poems, and rhymes
- Speak in complete sentences to describe familiar people, places, things, and events
- Participate in collaborative conversations on age-appropriate topics

Comprehension

Early Learning Standard: Early Reading, Demonstrate Comprehension

Comprehension is when a child reacts to a story or even, identifies details from a story or picture, talks about characters and settings, retells familiar stories or events, and responds to stories or events. When children participate in retelling details of an event or story, they develop the ability to comprehend and answer questions about it. Kindergarten readiness expectations for this skill include:

- Ask and answer questions about main topics and key details in a text read aloud or information presented through other media.
- Ask questions when something is not understood
- Retell familiar stories, poems, and rhymes

Practices to support your child at home include:



Read to your child every day using different sources.



Have your child read to you by pointing to pictures or discussing what the story is about. Use props to tell stories.



Help your child's awareness of sounds in letters and how to blend sounds to make words.



Find books with simple stories to help them begin thinking about what they see or hear. Ask them to draw their favorite part.



Provide opportunities for your child to use materials to scribble, draw, and create.



Ask your child questions about something you've read to them. What do you think the author was trying to tell us there? What do you think they wanted us to remember after we read this?



KINDERGARTEN READINESS: MATHEMATICS

Number Sense

Early Learning Standards: Numeracy, Demonstrate Strong Sense of Counting

Learning number sense involves the ability to think and work with numbers to understand their relationships and different uses for them. Kindergarten readiness expectations for this skill include:

- Knows numbers represent quantities
- Uses quantities to compare more or less (1-10)
- Counts numbers (1-20)
- Recognizes numbers (1-10)
- Writes numbers (1-10)

Sorting/Classifying Objects

Early Learning Standards: Data Analysis, Demonstrate Understanding of Classifying

Learning to model, explain, and use addition and subtraction concepts in problem-solving begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations. Kindergarten readiness expectations for this skill include:

- Explores attributes like shape, size, and color
- Matches attributes and their opposites
- Sorts and creates patterns in multiple ways
- Begins to create and extend a simple pattern

Geometry, Measurement, and Time

Early Learning Standards: Geometry, Measurement; Exhibit Ability to Identify, Analyze, Compare, and Create Shapes; Understand the Concept of Time

By exploring objects through touching/comparing them, children begin to understand the differences in attributes and application. To construct the meaning of time, children learn by applying concepts of time to real-life situations. Kindergarten readiness expectations for this skill include:

- Identifies and differentiates between two- and three-dimensional shapes
- Uses the attributes of shapes to distinguish between them
- Anticipates routines by using vocabulary to identify and sequence events in that routine
- Distinguishes between big and little and size variation

Computation

Early Learning Standards: Computation and Algebraic Thinking, Exhibit understanding of mathematical structure

Adults help children compare quantities and understand math words such as more, less, smaller than, bigger than, and different than. These words help children describe the size and shape of objects and the relationships of objects to one another.

Kindergarten readiness expectations for this skill include:

- Manipulates objects to match or create sets
- Makes a set of objects smaller or larger
- Follows models of addition or subtraction with objects

Practices to support your child at home include:

- Practice estimation skills (e.g., “How many crackers do you think I gave you?”)
- Give your child three of an object and yourself two, then ask, “How many more do you have than me?” Practice with different numbers.
- Notice and point out patterns in everyday activities.
- Count items in daily life (e.g., number of wheels on car).
- Sort cereal by shape, size, or color. Make simple patterns with cereal and other objects.
- Create an obstacle course and use words like over, under, and around to explain a route.
- Use bath time to explore volume by filling and emptying cups of water.